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MBA 640.01: Organizational Behavior

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University of Montana - Missoula
School of Business Administration
Organizational Behavior – Day Section; MBA 640-01
Weeks 1 – 10, 8/27– 11/2, 2007
Gallagher Business Building (GBB), Room L09
Last updated – 8/27/07

Professor: Dr. Bambi Douma, bambi.douma@business.umt.edu
Office Hours: Monday/Wednesday 10:00 – 11:00 AM; Tuesday 2:00-3:00 PM
(August 27-October 30); Tuesday 10:00-11:00 AM (November 6-December 4); and other times by appointment; GBB 361
Telephone: 243-6148
Class Time: 2:10 – 3:30 pm (MW)
Course Web site: Blackboard <https://courseware.business.umt.edu/>

COURSE DESCRIPTION

The ability to understand, predict, and improve the performance of employees and organizations is becoming increasingly important in today's business environment. This course focuses on some of these "soft skills" that are necessary to manage human actions in organizations. We will study the *individual* aspects related to organizational behavior, including individual differences, leadership, power, and motivation prior to exploring *group* and *organizational* aspects as well. These include conflict, communication, networks, culture, and organizational structure.

Students will be exposed to the theories involved in the study of organizations and the people within (through readings and lectures) and will also learn how to apply theories and concepts to real situations (through case study analyses, in-class and online discussions, and exercises/activities). Application of the theories and concepts will also include managerial skill development through self-assessments and role-play exercises.

COURSE AND LEARNING EXPECTATIONS

This course is designed to give students a basic understanding of organizational behavior and also to give students a foundation in management skills. Along with these, students are expected to demonstrate communication skills, ethical decision making, and professionalism. On-time attendance of all class sessions, "silenced" cell phones, and willingness to contribute to class discussions are also expected.

Students are expected to complete the readings and case preparations, including any self-surveys or assessments, *prior to* each class session (except for class #1 because of the late syllabus development). Students will find that the lectures, discussion materials, and exercises supplement the readings instead of serving as a review of the material covered in the readings. As such, students are expected to diligently complete the readings and be prepared to ask questions regarding any materials that they do not understand. If there is a question(s) regarding the reading, please send an email to the instructor before the next class so she can address it. The expectation is to have a highly interactive learning environment.

COURSE LEARNING GOALS

A year (or more) after this course is over, the instructor wants and hopes that students who have taken this course will:

- Understand and remember key organizational behavior concepts and theories,
- Practice and use management skills developed in this course,
- Be able to analyze and evaluate workplace situations in terms of management and organizational behavior,
- Relate and reflect on the presence of organizational behavior ideas and management skills in their own work lives,
- Assess current management and leadership skill levels and areas for improvement
- Value the role of organizational behavior and management skills in the workplace,
- Experience success in their interactions with superiors, subordinates, and peers as a result of their enhanced understanding of individual and group behaviors in organizations,
- Develop a self-directed learning agenda to further knowledge gained in this course.

READINGS, CASES, AND EXERCISES

Required texts: none, specifically. This is due to a miscommunication with the Bookstore where the book order was cancelled for this semester's course. Please find an Organizational Behavior textbook (a recent version, 2004 or later). Make sure that the text that you choose has chapters or sections on the following topics: 1. Individual Differences, Perception/Emotions, Attitudes, Attributions, Personality; 2. Motivation; 3. Communication; 4. Group Dynamics, Work Teams, Collaboration, Conflict; 5. Power, Influence, Politics; 6. Decision Making, Problem Solving; 7. Organizational Culture; 8. Organizational Structure; and 9. Organizational Development/Change.

Some suggestions that can be found on Amazon.com are:

Robbins, Stephen P. (2004). *Essentials of Organizational Behavior* (8th Edition).

Robbins, Stephen P. & Judge, T. (2007). *Essentials of Organizational Behavior* (9th Edition).

George, Jennifer & Jones, Gareth. (2007). *Understanding and Managing Organizational Behavior* (5th Edition).

Hitt, Michael A., Miller, C. Chet, & Colella, A. (2005). *Organizational Behavior: A Strategic Approach*.

Bowditch, James L., & Buono, Anthony F. (2004). *A Primer on Organizational Behavior*.

Kinicki, Angelo (2007). *Organizational Behavior: Core Concepts*.

Vecchio, Robert (2005). *Organizational Behavior: Core Concepts*.

Case studies and additional readings:

The case studies for this class are available on the Harvard Business School website. Instructions for accessing and paying for those case studies are included under Course Materials on Blackboard. Any additional readings listed on the syllabus will be available through the library, through the Harvard site, or through Blackboard.

Accessing Case Studies: Please see the instructions under Course Materials on Blackboard.

Accessing Library Readings: Go to Library home page (<http://www.lib.umt.edu>). Click on Databases by Subject, then Business, then Business Source Premier. Entering the title in the search field will allow you to access the articles. All have full text.

Accessing Readings on Blackboard: Go to Course Materials and look under the folder Readings. (If there isn't a folder, that means no readings have been posted.)

Exercises: Exercises will be handed out in class or assigned through Blackboard.

REQUIREMENTS AND EVALUATION

Grades will be assigned using the +/- system. Grades will be both competitive (i.e., relative to the work of your classmates) and criterion-related.

A93% and above	B83% to 86%	C73% to 76%
A –90% to 92%	B –80% to 82%	C –70% to 72%
B +87% to 89%	C +77% to 79%	FBelow 69%

Requirement	Weight %
1. Contribution (non-case discussions)	10
2. Case contribution	15
3. Case preparation.....	30
4. Exercises	10
5. Group Case Presentation.....	15
6. Take Home Final.....	20
	<hr/>
	TOTAL 100%

DESCRIPTION OF REQUIREMENTS**Contribution and Case Contribution**

The material covered in this class necessitates interactive discussions and skill practice sessions. Contribution/participation assumes attendance – students should be in class every day the class meets. I will “cold-call” on occasion to ensure that each student is held accountable for preparation and that class discussion is not always dominated by a few students. This may also provide shy students the opportunity to participate.

Criteria

Providing relevant examples, integrating material covered in the reading or in class, arguing (respectfully, with justification) a point made by a classmate to clarify and move the discussion forward, and actively participating in class exercises are all examples of quality contributions.

Standards

Contribution/participation points (maximum of five points each day) are given in each class. If there are not many opportunities for contribution, all points will be based on attendance (participation in the class). Reading the *Kaimen*, studying for other exams or classes, and other passive involvement in class will result in decreased contribution points.

Quality contributions (see previous page for examples) earn a 5, active participation and lower quality contributions earn a 4, active participation with no contributions earns a 3, passive participation with no contributions earns a 2, sleeping or exhibiting other behaviors that detract from the learning environment earns a 1, and being absent earns a 0.

The above-stated criteria for contribution apply to case-related assignments and exercises.

Case Preparation

Students are expected to submit a one-to-two page case preparation document (single-spaced; exhibits or appendices can be added) by 10:00 am on the day of the case discussion. Students do not have to formally prepare all cases, although it is expected that each student will read each case and be ready to contribute during class. Students must prepare at least one case preparation document per week or a score of 0 will be earned for that week.

These assignments can be done in a group of up to three students and require the student or student group to answer questions about the case and provide a recommendation. Each case preparation document will earn the student/group a score from 0-5 (0 = no document; 5 = excellent response). Excellent responses often tie the theory, concept, and skill material from class to the case situation as well as address all questions. Remember if your case preparation document is the result of teamwork, be sure to put all members' names on the submitted document.

Each student should be prepared to discuss the case and their preparation document during class. The questions for the case preparation assignments will be posted in the Blackboard assignment *Case Preparation* at least one week before the case is due. Please submit all case preparation documents on Blackboard.

Exercises

In several classes during this session, students will participate in skill development exercises. Participation in skilled exercises will also earn the student a score from 0-5 (0

= no participation; 5 = excellent participation). Students who receive excellent scores are engaged and involved, give thoughtful responses to the questions asked following the exercises, and encourage/support their classmates.

Group Case Presentation

Students will work in groups of two to three students in presenting one of the assigned cases. **In addition to** the above-mentioned case preparation document, one group will present their recommendations for the case before the entire class. Groups will be chosen during the second class period and cases will be assigned to each group at that time. The presentation should last no less than 10 minutes and no more than 20 minutes. It should include a BRIEF summary of the case (no more than two minutes). The group is expected to bring in three outside sources to support recommendations, dispute recommendations (then tell the class why the group decided to stick with their own recommendations), or discuss a similar situation and outcome. An outline of the presentation should be submitted to the instructor along with the case preparation document.

Each group must turn in a group process paper as part of this assignment (due one week after the presentation). In this short paper (two to three pages, single-spaced), students should analyze and explain the group's composition, strengths and weaknesses, use of individual differences and diversity, and what type of environment was created within the group. What did you learn as a group and take away from this experience? What would you have done differently to improve group performance? Please present frameworks and/or concepts from class and present data or evidence (specific examples).

Take Home Final

There will be a take-home essay final. The question will be posted by 10/24 and the essay is due in class on 10/31.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umn.edu/SA/VPSA/index.cfm/page/1321>.

Plagiarism and cheating are strictly forbidden. If you do not understand what constitutes plagiarism or cheating, please come and see me.

E-mail: Beginning on July 1, 2007, the university has a new policy regarding student e-mail accounts. Faculty members may only correspond with students regarding academic issues if both parties use official UM e-mail addresses. According to the memo I received, this means that you need to either use a grizmail.umn.edu address or a umontana.edu address for email correspondence with your professors. Please make sure you are using that email address (checking it frequently, etc.) - you will receive emails from me there.

If you have an authorized disability and need accommodation, please see me during the first week of class. Should an incident occur during the session to cause you a disability, see me as soon as possible.

SCHEDULE – Subject to Change

FALL 2007

Date	Topic/Class Format	Readings and Assignments (to be completed <i>prior to class</i>)
8/27 M	Orientation and Overview Individual Differences Lecture / Class Activity	No reading.
8/29 W	Attitudes, Personality, Attributions, and Emotions Exercise	Read OB text chapter on Individual Differences: Personality, Values, Attitudes, Emotions, Attributions, Behaviors, and Cognition (if available) Complete Personality test and bring to class http://www.personal.psu.edu/faculty/j/5/j5j/IPIP/ Read Analyze This: Can Personality Theory Help You Lead Your Unit? (library)
9/5 W	Behaviors Case 1 and 2 Discussions (1 group)	Read The Abrasive Personality (library) Read/prepare: The Brady Training Program (HBS) Read/prepare: Conflict on Trading Floor A (HBS)
9/10 M	Motivation Case 3 Discussion (1 group)	Read OB text chapter on Motivation Read Power is the Great Motivator (HBS) Read/prepare: Microsoft: Competing on Talent (HBS)
9/12 W	Communication and Conflict Case 4 Discussion (1 group)	Read OB text chapter(s) on Communication and Conflict Read/prepare: The Cat is Out of the Bag (HBS)
9/17 M	Communication and Conflict Exercise Case 5 Discussion (1 group)	Read Managing Your Boss (library) Read/prepare: Lisa Benton (HBS)
9/19 W	Decision Making / Problem Solving Exercise	Read OB Text on Decision Making and/or Problem Solving Read The Hidden Traps in Decision Making (library) Read When Your Gut Speaks, Should you Listen? (library)
9/24 M	Decision Making / Problem Solving Case 6 Discussion (1 group)	Read/prepare: Mount Everest (HBS)
9/26 W	Groups/Teams Exercise	Read OB text on Groups/Teams Read How Management Teams Can Have a Good Fight (library)
10/1 M	Groups/Teams Case 7 Discussion (1 group)	Read Managing Your Team (HBS) Read/prepare: Taran Swan (HBS)

10/3 W	Power/Influence and Persuasion Case 8 & 9 Discussion (1 group)	Read OB Text on Power and Influence Read/prepare: Coach K (HBS) Read/prepare: Coach Knight (HBS)
10/8 M	Diversity Exercise Case 10 Discussion (1 group)	Read OB text on Diversity Read/prepare: Monitor Co. (HBS)
10/10 W	Social Networks Exercise	Read OB text on Social Networks (if available-not common) Read Using Social Network Analysis to Improve Communities of Practice (library)
10/15 M	Social Networks Case 11 Discussion (1 group)	Read/prepare: Heidi Roizen (HBS)
10/17 W	Organizational Structure Exercise	Read OB text on Organizational Structure Read 7-S Model (HBS)
10/22 M	Organizational Structure Case 12 Discussion (1 group)	Read/prepare: Organizing from Scratch (HBS)
10/24 W	Organizational Culture Case 13 Discussion (1 group)	Read OB text on Organizational Culture Read/prepare: Duane Morris (HBS)
10/29 M	Organizational Change Case 14 Discussion (1 group)	Read OB text on Leading Change or Organizational Change Read: The Real Reason People Won't Change (library) Read/prepare: Charlotte Beers A (HBS)
10/31 W	Course Wrap-Up Course Evaluations	Take Home Final DUE

HBS – Harvard Business School site – see Course Materials on Blackboard for instructions

Library – <http://www.lib.umt.edu>

If there are two cases and one group presenting, then that group will be presenting both cases together.